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ABSTRACT

Undergraduate students enrolled in the Educational Opportunity Program (EOP) or the Student Affirmative Action (SAA) program at the University of California (UC), Davis, who withdrew before graduation were surveyed in 1981. Attention was directed to the respondents' educational experiences after leaving, their current employment, and their feelings about enrollment at the University. Analysis of responses from 186 former students, or 16 percent of the total population, indicated the following: 75 percent enrolled at another educational institution after leaving UC Davis; about 25 percent of these transfer students had earned degrees, and most of the remainder were still working toward a degree; job satisfaction among employed respondents was mixed; about 50 percent are working in their chosen career field, slightly over 50 percent are satisfied with their jobs, and about 20 percent are dissatisfied; a majority left UC Davis because of academic factors, and many found the coursework difficult and competitive; SAA students were more likely to have left for job-related reasons, or because of family responsibilities; and ethnic minority students often felt isolated at UC Davis. It is recommended that outreach programs in secondary schools be increased, that high priority be given to support services for EOP and SAA Students, and that a means be found to increase social interaction among EOP and SAA students. A bibliography and sample interview form are appended. (Author/SW)

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EOP AND SAA UNDERGRADUATES
WHO LEFT UC DAVIS WITHOUT A DEGREE

University of California, Davis

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Marianne Rasor
Office of Student Affairs
Research & Information
October 1981

HE 014 862

EOP AND SAA UNDERGRADUATES
WHO LEFT UC DAVIS WITHOUT A DEGREE

EXECUTIVE SUMMARY

In early 1981 Student Affairs Research and Information surveyed Educational Opportunity Program (EOP) and Student Affirmative Action (SAA) undergraduate students who left UC Davis without graduating. Subjects were asked a series of questions about their educational experiences after leaving, their current employment, and their feelings about enrollment at UC Davis. This survey supplements the Retention Telephone Survey of 1980 by providing a separate, detailed analysis of EOP and SAA students' experiences.

Major findings:

1. Most (75%) of the respondents in the sample enrolled at another educational institution after leaving UC Davis. About 25% of those have earned degrees, and most of the remainder are still working toward a degree. These results are similar to those for non-minority students who leave Davis without a degree, as indicated in the 1980 Retention Telephone Survey. Thus, 75% of minority and non-minority nonpersisters apply coursework at UC Davis toward degrees at other colleges.

2. Job satisfaction among employed respondents is mixed. About 50% are working in their chosen career field and slightly over 50% are satisfied with their jobs. Approximately 20% are dissatisfied.

3. A majority of those surveyed left UC Davis because of academic factors, many saying that coursework was difficult and competitive. Reasons for leaving given by these minority students are identical to those given by non-minority students in the 1980 Telephone Retention Survey except that the minority students are less likely to cite dissatisfaction with a particular academic program.

4. The second most mentioned group of reasons for leaving UC Davis are personal/social. A number of respondents found UC Davis somewhat impersonal and unfriendly.

5. Special Action students are somewhat less likely to mention a dislike for academic or social factors and less likely to have left for such reasons. They are more likely to have left for job-related reasons, or because of family responsibilities.

6. Ethnic minority students often feel isolated at UC Davis. They mention the need for more ethnic cultural activities to allow them to meet other ethnic minority students.

Recommendations:

1. Increase emphasis on outreach programs in secondary schools that send EOP and SAA students to UC Davis. Improving these students' academic backgrounds increases their chances of success at UC Davis.

2. Give high priority to support services for EOP and SAA students--these services appear to provide both academic and emotional support.

3. Find means of increasing social interaction among EOP and SAA students--social isolation is a frequent complaint of students who leave.

TABLE OF CONTENTS

	PAGE
Executive Summary	1
Introduction	1
Methodology	3
Results	4
What Are the Effects of the UC Davis Experience?	4
Education	5
Career	5
Personal Development	6
Specific Growth Areas	7
What Are Former Students Doing Now?	8
Employment	10
Education	14
What Do Former Students Think about UC Davis?	14
Academics	18
Environment	19
Social Life	19
Student Support Services	19
Racial Factors	20
Other	20
Why Did Former Students Leave UC Davis?	20
Discussion	23
Conclusions	24

Tables:

1	How Educational Plans Were Affected by UC Davis	5
2	How Career Plans Were Affected by UC Davis	6
3	Working Skills and Information Obtained at UC Davis	7
4	How Personal Development Was Affected by UC Davis	8
5	SAA Graduates and Nongraduates Rate UCD's Contribution to Their Growth	10
6	Occupations of Males and Females	11
7	Salary Level for Males and Females	12
8	Factors That Former Students Like about UC Davis	16
9	Factors That Former Students Dislike about UC Davis	17
10	Ways in Which UC Davis is Different Than Expected	18

11 Reasons for Leaving UC Davis 21
12 Reasons for Leaving UC Davis, Mentioned in Two Telephone Surveys . . . 22
13 Reasons for Leaving UC Davis by UC Davis GPA 23

Figures:
1 Ratings of UC Davis's Contribution to Respondents' Intellectual, Cultural and Personal Growth 9
2 Job Elements Rated as Satisfactory by SAA Graduates and Nongraduates . 13
3 Continued Educational Activities of Respondents 15

Bibliography 26

Appendices:
A. Characteristics of Respondents, Students Who Declined Interviews, and Students Who Could Not Be Contacted 27
B. Telephone Interview 28
C. Correlation Between Overall Job Satisfaction and Satisfaction with Job Elements, by Sex 34
D. Ethnic Breakdown of Factors Liked and Disliked at UC Davis, and Reasons for Leaving 35

INTRODUCTION

As part of California's commitment to equal access to and broader participation in higher education for groups who have been traditionally underrepresented (including some ethnic minorities, lower income groups and women in certain majors), the University of California has made extensive efforts through outreach and recruitment programs to identify and help underrepresented students meet requirements for admission. Admissions of these students have increased, but unfortunately some underrepresented students come academically underprepared; often their high school curricula do not include sufficient college preparatory courses and do not prepare them for rigorous academic work and the competitive environment of the University (1). Consequently, they neither persist at nor graduate from the University in the same rates as more traditional students (2). Although this reduced persistence rate has many causes, socio-economic and/or cultural differences are an important factor. Some students come from family backgrounds in which a college education is perceived as either unimportant or financially unavailable. Accordingly, they may neither aspire to attend college nor receive encouragement to do so (3). Also, they frequently have incorrect perceptions of the nature of a college education. For the newly-enrolled student lacking academic training, family role models, and realistic expectations, the encounter with the University can be an unsettling and discouraging experience.

The University has developed a number of programs to admit and retain nontraditional students. The Educational Opportunity Program (EOP), for example, attempts to ensure equal educational opportunity for groups historically disadvantaged by race, income, or other social barriers. The actual definition of the program varies somewhat from campus to campus, as do the primary target groups. The UC Davis program, started in 1966, actively seeks applicants from ethnic minority backgrounds. (Typically about half of EOP students entering UC Davis each year are underrepresented minority students.) Yet the criteria for entrance into EOP go beyond ethnicity to include students from low-income families and students who show other evidence of disadvantaged background. Entry into the program typically occurs during the application process and admission to the program makes a student eligible for special services in the following areas: financial aid, personal counseling, academic advising, tutoring, and learning skills development.

Related to EOP is Student Affirmative Action (SAA). Developed more recently, SAA is designed to increase the University's efforts to attract, prepare, and retain students coming from groups underrepresented in the campus community (4). Broadly understood, this concept includes women (in some disciplines) and handicapped students, but the program is primarily directed toward five minority groups currently underrepresented among the University's students: Blacks, Chicanos, Latinos, Filipinos and American Indians. For the purposes of this study, students from these ethnic groups will collectively be referred to as SAA students.

Through its Special Action admissions process UC Davis also admits certain students, including some EOP and SAA students, who show potential for academic success but do not meet all regular admission requirements. A Special Action student may have one or more missing coursework requirements from high school or junior college, or insufficient GPA in certain courses. The Special Action admission process has substantially increased the

enrollment and, to a lesser extent, the graduation rates of SAA students at UC Davis (5). Insofar as EOP, SAA and Special Action admissions each bring high risk students to the University, it is proper that the institution explore strategies for retaining them and study the effects of having spent some time at the University on those who do not persist to graduation.

For this and other reasons, the University established a Systemwide Task Force on Retention and Transfer in 1978 to study problems of attrition, its causes and effects, and to recommend remedies. In 1980, as part of this Systemwide study, the UC Davis Task Force conducted telephone interviews with former students who left Davis without graduating to determine why they left and to explore ways of improving retention (2). The study found that students from certain groups are more likely to leave than others. These findings, supported by other research data, suggest that certain SAA and low income students are especially at risk: Special Action students (25% of whom are SAA) are only 33% as likely to graduate as regularly admitted students. On the other hand, when entering characteristics are controlled for, the graduation rates of SAA students are comparable with those of the general student body. Unfortunately, a significantly larger proportion of SAA students than other students come to the campus underprepared for the academic rigors of the University.

Although the UC Task Force findings indicate SAA students are less likely to graduate than traditional students, the UC Davis study's telephone sample of 35 SAA students was too small to provide conclusive results on SAA students' reasons for leaving. The 1980 Retention Telephone Survey contacted nonpersisters who entered UC Davis as freshmen in Fall 1976 or as junior transfers in Fall 1977. Although special efforts were made to contact SAA students, the initial size of the minority population in these two entering cohorts proved too small to yield a large group of respondents. The present study, accordingly expands the Task Force retention study in order to develop information that will better explain the causes of attrition among disadvantaged students and lead to its reduction.

A secondary purpose of the present study is to examine the supposition that these former students, while not receiving degrees, gain tangible value from their enrollment. Noncompletion of a degree program need not be a negative outcome nor necessarily have a negative connotation for either the student or the institution. Some students terminate enrollment after fulfilling their original objectives. Others, after spending some time at the University, find either higher education or specific programs unsuited to their needs and skills (6). For those students who are the first in their family to ever attend college, completion of even a year of intense academic work may be very rewarding. Also, the general education courses often taken by freshmen may be of general or specific benefit in future college work, in personal life, or in a career. In order to see whether any of these benefits actually accrued to former students, the current telephone survey asked them what they had received from UC Davis in the way of academic, career and personal learning and change. To enhance understanding of the effects of dropping out, responses of this group are compared wherever possible with those of SAA graduates of UC Davis responding to a 1980 Survey of Graduates (7), and with non-SAA respondents to the 1980 Retention Telephone Survey.

METHODOLOGY

Survey Subjects

The population consisted of all EOP and SAA students who enrolled for Fall 1975 and after, but left UC Davis before Winter 1980 without a degree. Of these 1184 former students, 9% were excluded because they had returned to school at UC Davis or had participated in the 1980 Retention Telephone Survey. For approximately 50% of the remaining 1078 students, current addresses were available from the California Department of Motor Vehicles (DMV). (Addresses could not be obtained for students who had moved out of state, or whose names on DMV files were not identical to names on UC Davis files.) For approximately 50% of the students for whom current addresses were available from DMV, Pacific Telephone Company was able to provide current phone numbers. Thus, current phone numbers were available for 25% of the population. Telephone numbers for the remaining students were obtained from UC Davis registration tapes.

All telephone numbers were called until either a respondent was reached, the number was proven wrong and could not be replaced with a new number, or five calls were made to the same number without contacting anyone. Because UC Davis registration tapes contained both local and permanent phone numbers, parents were sometimes contacted if local phone numbers were out of date. Some parents were reluctant to give new phone numbers for their children, even when the source and purpose of the call were explained.

The interviewers ultimately contacted 234 former students. Forty-two of these, or 18%, refused to participate. Common reasons for refusal included lack of time or interest and an unwillingness to speak with anyone from UC Davis. Also, six surveys were eliminated because of substantial missing data. Thus the final sample consisted of 186 former students, or 16% of the total population.

The availability of current phone numbers for some but not all of the sample introduces the possibility of sampling bias: the sample is limited primarily to people who had not moved outside California since their schooling at UC Davis, and to those whose parents had also not moved and were not suspicious of the callers' motives. Also, response bias may exist in that there were differences in response rates among ethnic groups: Caucasians were more likely than other groups to agree to an interview, while American Indians were less likely to do so. In addition, a large proportion of non-citizens declined to be interviewed, perhaps because of language difficulties. The respondents also differ from those not contacted (nonrespondents) in that their incoming GPA's (for both high school and previous college work) are somewhat higher, and they were more likely to be regularly admitted and EOP. No attempt will be made to predict what effect these differences might have on survey results, except where mentioned in the text. Respondents were quite similar to nonrespondents in that approximately 33% left Davis in academic difficulty and 40% had not declared a major. Appendix A compares the demographic characteristics for the respondents, refusers, and those who were not contacted.

The average UC Davis GPA among respondents was 2.29 and the largest number of them had been at Davis for three quarters (the mean was 4.2 quarters). About 33% were special action students and 93% were EOP. An unusually high percent (11%) of these nongraduating students were married while at Davis (only about 1% of UC Davis undergraduates are married).

About 33% of the respondents were Chicano, 25% were Caucasian, and 17% were Black. American Indians and Filipinos comprised 8% and 6% of the respondents, respectively.

Interviews

Telephone interviews, identified as coming from the Office of Student Affairs, UC Davis, were conducted from 5:00 to 9:00 p.m., Monday through Thursday, in February and March, 1981. Interviews lasted from 10 to 40 minutes and averaged approximately 25 minutes.

The interviews were conducted by six UC Davis students who were selected for the following personal qualities: good telephone voice, understanding of minority student concerns, and ability to obtain and record concise responses from interviewees. Interviewers included five Black students (two males and three females) and one Chicano female student.

Interview Protocol

The interview protocol (see Appendix B) was developed in consultation with EOP staff and ethnic minority students and faculty. Items on the protocol fall into three general areas: subjects' present employment, their further education after UC Davis, and their experience while enrolled at UC Davis. Many questions were open-ended to encourage respondents to express any feelings about UC Davis, both positive or negative.

Analysis

Because the survey contains a number of open-ended questions allowing multiple responses, there is a potential for confusion in interpretation of results. In each question, the number of respondents remains relatively constant at around 182; because multiple responses were allowed, however, the number of responses varies, usually with two to three times as many responses as there are respondents. Response rates are therefore presented below in one of two ways, depending upon which is the more illustrative: as proportion of all responses (summing to 100%) or as proportion of all respondents (summing to more than 100% because there is more than one response per person).

In other analyses, Chi-square tests were used to locate significant differences on a number of variables when analyzed by sex, ethnicity, EOP status, and admission status. A probability level of .05 was used. A number of survey items used five-point scales, for which mean scores were obtained for comparisons. A stepwise multiple regression was used to analyze predictors of overall job satisfaction (8).

RESULTS

What Are the Effects of the Davis Experience?

In order to assess the impact of UC Davis upon the lives and futures of its former EOP and SAA students, the survey asked a series of questions about how UC Davis affected their educational and career plans, their job skills, and their personal and intellectual development.

Education. Over 50% of the respondents say that UC Davis did affect their educational plans. For almost 25% of respondents, that meant leaving with lowered ambitions; for another 25%, it meant that educational goals were clarified or changed (14% changed majors while at Davis). Some say they realized they weren't mature enough for school, or that they should go to an easier school or take their education at a slower pace. Other comments are that UC Davis increased their ambition (9% of respondents) or, conversely, that it made them realize they wanted either to stop out or drop out of school altogether (see Table 1).

TABLE 1

HOW EDUCATIONAL PLANS WERE AFFECTED BY UC DAVIS

CATEGORY	PROPORTION OF ALL RESPONSES *(n=199)*	SPECIFIC ITEM MENTIONED	PROPORTION OF RESPONDENTS MENTIONING ITEM *(n=182)*
Plans Unaffected	43%	Plans unaffected	47%
Lowered Ambition	23	Lowered educational ambition	8
		Slowed down education	6
		Were less excited about school	6
		Want an easier school	3
Clarified Goals	22	Changed majors	14
		Clarified goals	4
		Saw school as important	3
		Knew major was right	2
		Obtained general education	1
Increased Ambition	8	Motivated to learn more	6
		Realized importance of education	3
		Increased educational ambition	1
Decided To Stop/ Drop Out	4	Need rest from school	2
		Didn't want to continue school	1
		Were dismissed	1
		Were not ready for school	1
Total	100%		110% *

* Percentages sum to more than 100 because multiple responses were allowed.

Career. Just over 50% of the respondents say that UC Davis affected their career plans. About 50% of these (23% of all respondents) say their topical area of interest changed. Another 17% say they have changed or are planning to change to easier career plans, usually to careers that require less education (see Table 2): some people freely elected to make such changes; others felt no other choice after leaving school. Many employed respondents

TABLE 2

HOW CAREER PLANS WERE AFFECTED BY UC DAVIS

CATEGORY	PROPORTION OF ALL RESPONSES (n=797)	SPECIFIC ITEM MENTIONED	PROPORTION OF RESPONDENTS MENTIONING ITEM (n=782)
Plans Unaffected	53%	Plans unaffected	56%
Changed Major Field of Interest	22	Changed	12
		Got out of science	7
		Saw other careers	4
Lowered Aspirations	16	Changed to careers requiring less education	10
		Looking for career requiring less education	7
Confirmed Plans	6	Confirmed plans	2
		Moved closer to career	2
		Altered expectation of career	2
Delayed Career Plans	2	Delayed career plans	3
Raised Aspirations	1	Are more ambitious now	1
Total	100%		106%*

* Percentages sum to more than 100 because multiple responses were allowed.

report that UC Davis equipped them with both specific and general skills necessary in their current jobs. About 25% of them report learning special occupational skills, while 30% mention broader areas such as general work skills and learning to deal with people (see Table 3). Only 21% of employed respondents say their jobs are relevant to their undergraduate majors, while 19% say that skills learned at UC Davis are necessary in their current jobs. Almost half (47%) of employed respondents indicate their occupation is not at all related to their undergraduate major, and the same proportion feel the skills they acquired at UC Davis are not at all necessary to their jobs.

Personal Development. By their own report, UC Davis did affect the personal development of about 66% of the respondents. Many (23% of respondents) state they had learned about people and how to deal with others; men mention this benefit twice as often as women do. Many respondents say they changed in some important way, such as maturing, becoming more self-confident and independent, or clarifying their priorities. Some also say they grew in practical skills as well as social ones. Seventeen percent of respondents mention learning such important coping skills as discipline, organization, and political/real world issues. A few respondents (6%) mention some negative ways in which their personal development was affected by UC Davis, either saying that their egos were hurt or that they

TABLE 3

WORKING SKILLS AND INFORMATION OBTAINED AT UC DAVIS

(In percent of employed respondents)

SKILLS MENTIONED	PROPORTION OF RESPONDENTS (n=94)
Special occupational skills	26%
Dealing with people	16
General work skills	14
Writing	5
Political skills	4
Handling stress	4
Contacts	3
Clarity of personal goals	3
Other	8
None	45
Total	128%*

*Percentages sum to more than 100 because multiple responses were allowed.

felt stifled while at UC Davis (see Table 4).

Response bias may have influenced the fact that only 5% of all responses were negative on this question. People who feel very negative about UC Davis, or who feel bad personally after their time at UC Davis, are presumably more likely to have declined an interview in the first place. It seems probable that some of the people contacted who refused an interview (18%) would have expressed more negative feelings.

Specific Growth Areas. All of the preceding information on respondent feelings about UC Davis comes from open-ended questions. In addition, specific forced-choice questions were asked about UC Davis' contribution to intellectual, cultural and personal development. Figure 1 shows that the growth areas most highly rated by these former students are solving problems, persisting at difficult tasks, gaining self confidence, and recognizing assumptions/ making logical inferences.

Responses to these questions by former SAA students (62% of total respondents) were compared to responses of UC Davis SAA graduates of 1973-79 who were asked these same questions in the 1980 Survey of Graduates. Responses from graduates and non-graduates are very similar overall, with graduates rating UC Davis' contribution higher in half of the developmental areas, and non-graduates rating it higher in the other areas (see Table 5). Interestingly, the largest differences between graduate and non-graduate ratings show that non-graduates rate UC Davis' contribution higher on such areas as understanding people of other races and ethnic backgrounds, and recognizing their rights and responsibilities as citizens. Ratings of the two groups were similar in analytical and intellectual growth areas.

TABLE 4

HOW PERSONAL DEVELOPMENT WAS AFFECTED BY UC DAVIS

CATEGORY	PROPORTION OF ALL RESPONSES (n=235)	SPECIFIC ITEM MENTIONED	PROPORTION OF RESPONDENTS MENTIONING ITEM (n=186)
Was Unaffected	33%	Was unaffected	43%
Developed Personally	30	Matured	10
		Clarified priorities	7
		Became self confident	5
		Grew, from being away from home	4
		Became independent	4
		Grew	3
		Learned capabilities	2
		Learned values	2
		Became open minded	1
		Became liberal	1
Gained Skills	13	Learned discipline	4
		Learned organization	3
		Learned about new issues	3
		Learned political skills	2
		Learned about real world	2
		Learned to deal with pressure	2
		Learned to make decisions	1
Developed Inter-Personal Skills	18	Learned to deal with people	10
		Learned about people	5
		Was exposed to different people	5
		Made friends	3
Was Affected Negatively	5	Was stifled	3
		Had hurt ego	3
Other	1	Other	2
Total	100%		130%*

* Percentages sum to more than 100 because multiple responses were allowed.

Responses in all these areas of educational, career and personal development indicate a general satisfaction among SAA respondents with their growth while at UC Davis, together with some negative comments about educational or personal experiences.

What Are Former Students Doing Now?

The primary activities of respondents are employment (53%), school (41%), homemaking (4%), and looking for work (2%). There are no significant differences between the activities of males and females (although no males report homemaking as their primary activity), nor are there differences among ethnic groups. Some people who report their primary activity as school are also working, and vice-versa.

FIGURE 1

RATINGS OF UCD'S CONTRIBUTION TO RESPONDENTS' INTELLECTUAL, CULTURAL AND PERSONAL GROWTH

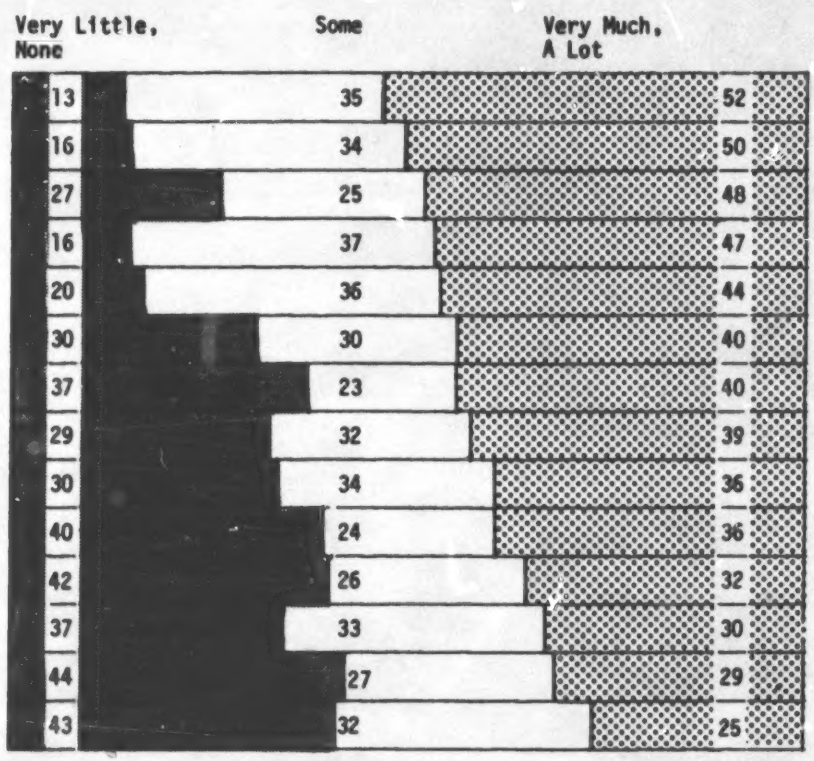

GROWTH AREA
RATINGS
-In percent of respondents-
(n=196)
Very Little, None
Some
Very Much, A Lot
Defining and solving problems 13 35 52
Persisting in difficult tasks 16 34 50
Self confidence/self understanding 27 25 48
Recognizing assumptions/making logical inferences/ reaching correct conclusions 16 37 47
Understanding written information 20 36 44
Understanding and applying scientific principles and methods 30 30 40
Understanding of people of other races and ethnic backgrounds 37 23 40
Working cooperatively in a group 29 32 39
Writing effectively 30 34 36
Knowledge of the job opportunities for your major 40 24 36
Understanding and appreciating the arts 42 26 32
Recognizing your rights and responsibilities as a citizen 37 33 30
Speaking in public 44 27 29
Leading and guiding others 43 32 25

TABLE 5

SAA GRADUATES AND NONGRADUATES RATE DAVIS' CONTRIBUTION TO THEIR GROWTH

GROWTH AREA	AVERAGE RATINGS *		DIFFERENCE **
	Nongraduates (n=776)	Graduates (n=808)	
Writing effectively	2.07	2.03	.04
Speaking in public	2.36	2.42	-.06
Understanding written information	1.78	1.68	.10
Persisting in difficult tasks	1.71	1.58	.13
Working cooperatively in a group	2.00	2.09	-.09
Leading or guiding others	2.39	2.20	.19
Defining and solving problems	1.58	1.64	-.06
Recognizing assumptions/making logical inferences/reaching correct conclusions	1.68	1.71	-.03
Understanding and applying scientific principles and methods	2.05	1.88	.17
Self confidence/self understanding	1.88	1.83	.05
Understanding and appreciating the arts	2.27	2.37	-.10
Understanding people of other races and ethnic backgrounds	2.07	2.29	-.22
Recognizing your rights and responsibilities as a citizen	2.11	2.43	-.32***
Knowledge of the job opportunities for your major	2.35	2.55	-.20

*Growth was measured on the following scale: 1=very much, 2=somewhat, 3=very little, 4=not at all.

**A positive difference occurs where graduate ratings were more favorable than nongraduate ratings.

*** $t(421) = 2.98$, $p < .01$

Employment. One of the primary motivations for obtaining education is to acquire satisfying and rewarding employment. For that reason, and in order to get a well-rounded picture of the effects of UC Davis, respondents were asked about their present occupations.

Of the 50 men and 46 women currently employed, 84% work full-time. Women are somewhat more likely than men to be working part-time (20% versus 12%), but the difference is not significant. The occupations of men and women, however, do differ significantly (see Table 6). Almost 30% of the women work in clerical positions and another 20% in business (e.g., accountants, bank tellers, administrators, and public relations or insurance workers). Top occupations for the men are in services (e.g., fire fighters, postal workers, warehouse workers and security guards) and in fabrication and repair.

When occupations of these non-graduating respondents are compared with those of graduates from the 1980 Survey of Graduates, the non-graduates show a higher proportion of people working in such areas as Sales, Processing, Services and the clerical fields. They are less likely than graduates to be working in science.

TABLE 6

OCCUPATIONS OF MALES AND FEMALES

(In percent of respondents working full-time)

OCCUPATION	MALES *(n=50)*	FEMALES *(n=46)*	TOTAL *(n=96)*
Services (e.g. firefighters, postal employees, security)	38%	7%	23%
Clerical	4	28	16
Business	6	20	13
Fabrication & Repair	22	2	13
Sales	14	11	12
Education	8	9	8
People Related (Personnel & Social Workers, etc.)	0	13	6
Research	2	4	3
Engineering	2	2	2
Laboratory Work	0	2	1
Computers	2	0	1
Other	2	2	2
Total	100%	100%	100%

TABLE 7

SALARY LEVEL FOR MALES AND FEMALES

(In percent of full-time workers)

SALARY LEVEL	MALES (n=44)	FEMALES (n=44)	TOTAL (n=88)
Under $5,000	0	7	3
$5,000 - $10,000	9	34	22
$10,000 - $15,000	25	36	31
$15,000 - $20,000	32	7	19
Over $20,000	30	5	17
No response	4	11	8
Total	100%	100%	100%

Of the respondents working full-time, the largest group earns between $10,000 and $15,000 annually. (To lessen the invasiveness of the question about annual income, salary categories, rather than exact salaries, were requested.) Salaries of men and women differ significantly (see Table 7): among men, 62% earn salaries of $15,000 per year or more, while only 12% of the women earn such incomes. Seven percent of the women, but no men, are at the lowest salary level (under $5,000). There are no significant differences in salaries among ethnic groups, between Special Action and regularly admitted students, nor between EOP and non-EOP students. Surprisingly, there is also no significant relationship between salary and the acquisition of a bachelor's degree. Respondents who have completed a bachelor's degree earn roughly the same salaries as those who have not. This result may come from the fact that those without a degree have longer work experience.

Most respondents obtained their present job by direct personal application, and most believe that there was no connection between their present occupation and their UC Davis experience. A very small number (7%) say that some factor at UC Davis (either a person, office, or skill learned while enrolled) indirectly helped them to obtain their current jobs. Among these respondents, some feel they were helped by the school's prestige, while others say they benefited from personal contacts made at UC Davis. Three percent say their current jobs were obtained directly through UC Davis faculty or campus employment services.

Almost half (46%) of the respondents are working in their chosen career field, while 51% are not. (Three percent have not chosen a career field.) Because so many are not yet working in their preferred fields, overall job satisfaction is mixed: 59% are satisfied, 25% are neutral, and 16% are dissatisfied. Aspects of their jobs that respondents find most satisfying are the people they work with and the location; the least satisfying job

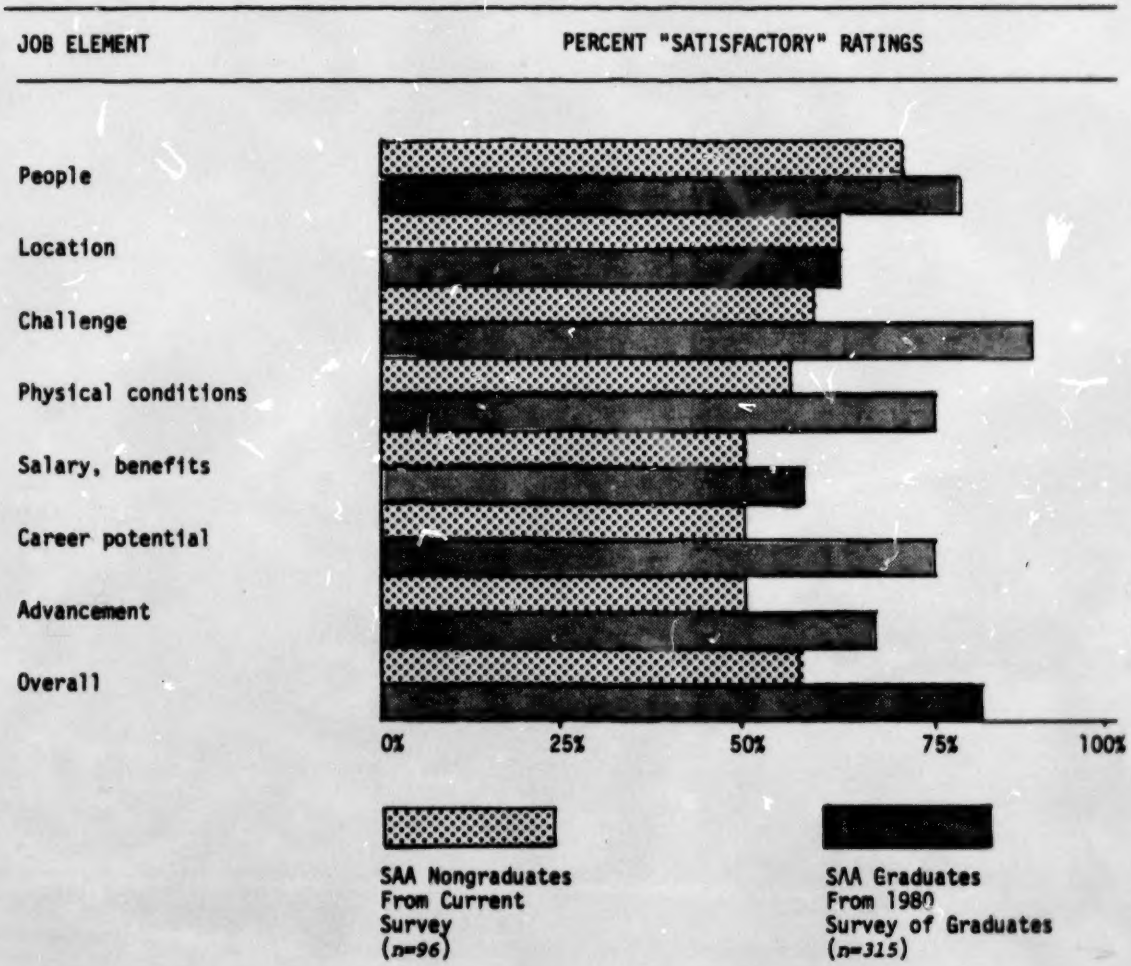
aspects (salaries, career and advancement opportunities) are rated satisfactory by 50% of employed respondents. For both males and females, the job elements that correlate most highly with overall job satisfaction are the intrinsic interest of the job, the challenge, and the career potential. In other words, former students rate these aspects of their jobs as most important to obtaining satisfaction (see Appendix C).

FIGURE 2

JOB ELEMENTS RATED AS SATISFACTORY

BY SAA GRADUATES AND NONGRADUATES

(In percent of employed respondents)



A comparison between job satisfaction of employed SAA respondents and SAA graduates in the 1980 Survey of Graduates shows that overall job satisfaction is rated satisfactory by more SAA graduates (81%) than non-graduates (59%). The largest difference between these two groups occurs in the challenge and career potential aspects of their jobs: challenge is the most highly ranked job element for graduates, while for nongraduates it is rated less strongly, perhaps thereby suggesting that graduates obtain more challenging work positions. Graduates and nongraduates are most similar in their degree of satisfaction with the job elements of location, salary, and people (see Figure 2).

Education. A majority (76%) of the sample either are currently or were enrolled in another institution of higher education at some time after leaving UC Davis. About 33% of those continuing in school attended a two-year college, another 33% went into the California State University and College (CSUC) system, and 20% went to another UC campus. Thus, 15% of the sample (.76 x .20) did not leave the University; rather, they simply changed campuses. (This figure is similar to results obtained in the 1980 Retention Survey for nongraduates as a whole.) There are significant differences between types of institutions chosen by Special Action and regularly admitted students: Special Action students are more likely to have gone on to a two year college, while regularly admitted students favored CSUC and other UC schools.

Most (77%) respondents who continued their education are still enrolled (75% of them full time), and most have not yet earned a degree. Degrees that have been earned are: AA-14%, BA/BS-81%, MA/MS-5%. Of those who are still students, 5% are freshmen, 28% sophomores, 34% juniors, and 30% seniors. Figure 3 summarizes the educational activities of former students after they left UC Davis.

The proportion of the sample still enrolled in higher education is somewhat smaller than the proportion in the 1980 Telephone Retention Survey (59% versus 68%), presumably because of the time difference between the two studies: while the 1980 survey sampled people who had left UC Davis up to three years earlier, the current survey sampled those who had left up to five years earlier. Accordingly, respondents in the current study, having more time to experiment with other educational options, had either graduated or decided to discontinue their education.

Among respondents not continuing their educations, most have no plans to return to UC Davis: 67% say they would not return, 14% say they do plan to do so, and 19% say they do not know. A fairly large number (41%), however, plan to attend college somewhere else. Among those considering a return to school, 42% say they will work for a BA degree, and a slightly lower number say they will work toward a master's degree. Eight percent hope to earn a Ph.D., and another 8% aspire for a professional degree. The remainder hope to earn an AA degree. These degree aspirations do not vary significantly by gender, ethnicity, basis of admission, or EOP status.

What Do Former Students Think About UC Davis?

Former students were asked what they liked and disliked about being at UC Davis, and how it differed from their expectations. Environmental and academic factors rank highest among the campus characteristics that students like. These include the physical environment

FIGURE 3

CONTINUED EDUCATIONAL ACTIVITIES OF RESPONDENTS

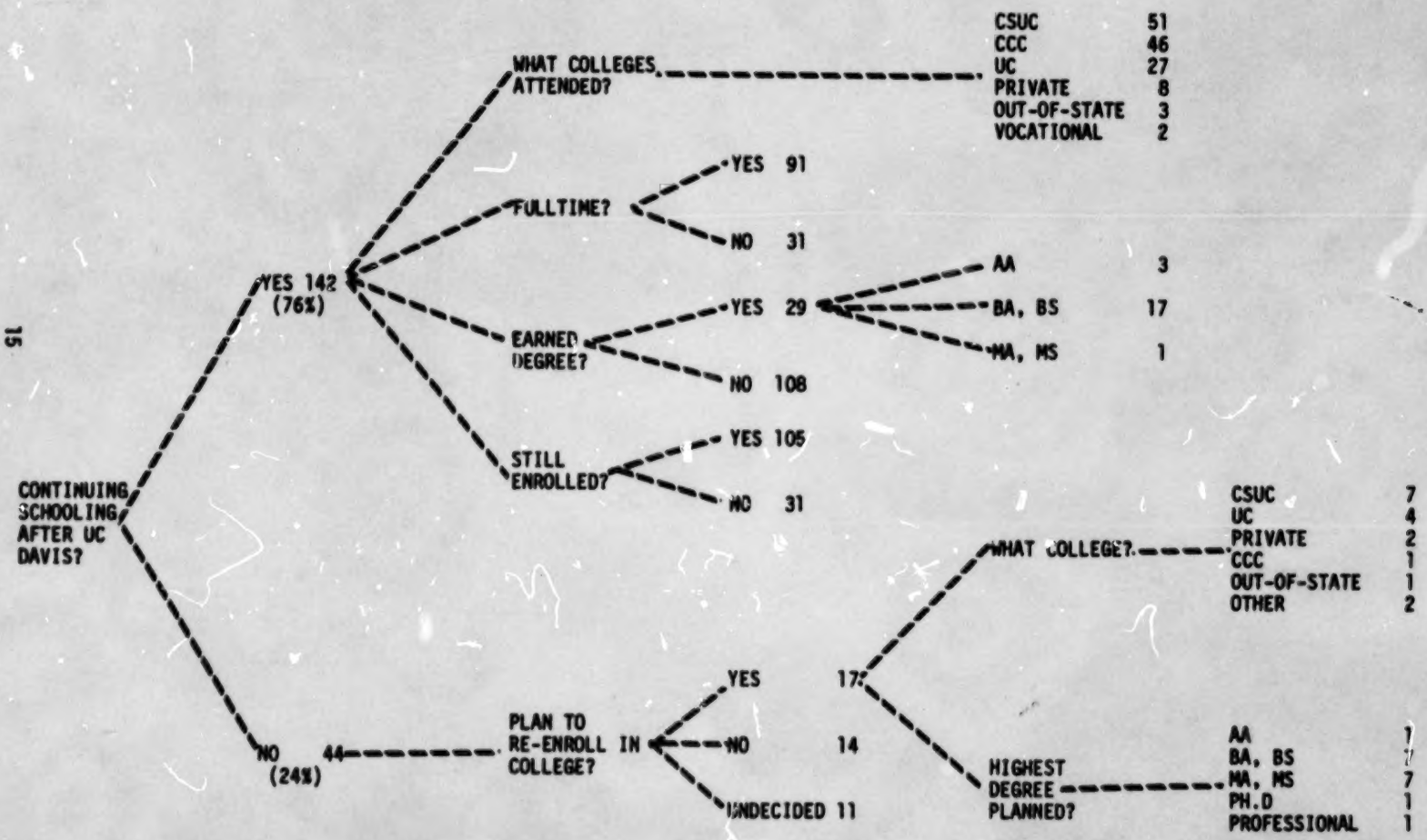


TABLE 8

FACTORS THAT FORMER STUDENTS LIKE ABOUT UC DAVIS

FACTOR	PROPORTION OF ALL RESPONSES (n=397)	SPECIFIC ITEM MENTIONED	PROPORTION OF RESPONDENTS MENTIONING ITEM (n=182)
Environmental Factors	42%	Physical environment	26%
		City of Davis	10
		Location of Davis campus	9
		Peaceful environment	9
		Living situation	6
		Bikes	4
		Athletics	4
		Dorms	4
		Weather	4
		Atmosphere encouraging study	3
		Chance to be away from home	3
		Recreation	3
		Cultural activities	3
		Agriculture	2
		Minority support	1
Academic Factors	38	Professors	14
		Classes	13
		Academic department	10
		Academic environment	8
		UCD reputation	7
		Student support services	
		Counseling	3
		Advising	3
		Other	14
		Library	3
		Competition	3
		High standards	2
		Research	2
Social Factors	16	Other students	19
		Exposure to different people	6
		Chance to make friends	5
		Social life	5
Other	3	Other	7
Liked Nothing	1	Nothing	3
Total	100%		218%*

* Percentages sum to more than 100 because multiple responses were allowed.

of the campus, the atmosphere of the campus and town, good professors, and interesting classes. Of elements that students dislike at the University, over half are academic in nature, such as the competitiveness of other students and the academic rigor involved in classwork. Thus high academic standards and rigor are often mentioned among both well-liked and disliked factors. This difference in perspective among students is illustrated

TABLE 9

FACTORS THAT FORMER STUDENTS DISLIKE ABOUT UC DAVIS

FACTOR	PROPORTION OF ALL RESPONSES (n=333)	SPECIFIC ITEM MENTIONED	PROPORTION OF RESPONDENTS MENTIONING ITEM (n=782)
Academic Factors	53%	Competitive	22%
		Large classes	11
		Too hard	8
		Narrow curriculum	7
		Professors	
		Don't care about students	6
		Hard to get ahold of	4
		No emphasis on teaching	2
		Other	2
		Student support services	
		Administrative services	5
		Counseling	4
		Advising	3
		Other	3
		Classes	4
		Quarter system	4
		Living situation	4
		Too academic an emphasis	3
		My major	3
		No practical experience	1
		Other	1
Environmental Factors	16	Location	8
		Not culturally balanced	8
		Size, or boring	5
		Weather	3
		Campus facilities	3
		Other	2
Social Factors	11	Impersonal	12
		No time for social life	2
		Other	7
Racial Factors	8	Racial problems	7
		Little racial unity	3
		Not racially balanced	2
		Uncomfortable because of race	1
		Other	1
Personal Problems	4	Personal problems	5
		Financial	3
Other	1	Other	2
Nothing	7	Nothing	12
Total	100%		183%*

* Percentages sum to more than 100 because multiple responses were allowed.

TABLE 10

WAYS IN WHICH UC DAVIS IS DIFFERENT THAN EXPECTED

CATEGORY	PROPORTION OF ALL RESPONSES (n=278)	SPECIFIC ITEM MENTIONED	PROPORTION OF RESPONDENTS MENTIONING ITEM (n=182)
No Difference	47%	No difference	54%
Academic Ways	34	Harder	12
		More competitive	8
		Student support services	
		Less support	4
		Services not as good	3
		More administrative red tape	1
		Faster	2
		Less variety in classes	2
		Classes larger	2
		Classes more theoretical	2
		Professors less approachable	2
		More grade oriented	1
		Major different	1
Social Ways	12	More impersonal	5
		Bigger	4
		Fewer activities	3
		More racial imbalance	1
		Students less mature	1
		Students more transient	1
Other	7	City of Davis quieter	4
		Better than thought it would be	3
		Cost of living higher	1
		Other	1
Total	100%		118%*

* Percentages sum to more than 100 because multiple responses were allowed.

by comments from two survey respondents: "The competition was intense; it made people cold" and "Sharp people abound, so it sharpens skills."

When asked how UC Davis differed from what they had expected, over half the respondents say that nothing was different than expected. Students who remember being surprised by anything usually mention academic factors. Davis was "harder," "more competitive," and "more theoretical" than many students expected when they came (see Tables 8, 9 and 10).

Academics. Although academic factors are prominent among respondents' likes and dislikes, substantial differences occur among subgroups. Among males, 71% identify academic factors they disliked while only 60% of females have such complaints. (The average UC Davis GPA of females interviewed is 2.37 and of males 2.19.) Respondents who were regularly admitted

students mention disliking academic factors more than Special Action students (73% versus 52%), in spite of the higher academic qualifications of the former group. This difference may be related to the counseling and academic support available to Special Action students. More specifically, the finding that Special Action students mention a dislike of academic factors less often may reflect the use of advice from counselors about desirable course sequences and unit loads for underprepared students.

Professors are mentioned by 14% of respondents in describing both their likes and dislikes. Typical complaints about professors are that they do not care enough about students or teaching and that they are inaccessible to students. Respondents who mention professors in a positive light note good teaching and interesting lectures.

Environment. Among the former students' likes, environmental factors are the most commonly mentioned, with the physical environment of the campus being specified by over 25% of all respondents. Many people mention liking the city of Davis, often citing its peaceful environment and location. For example, one individual, identifying what she liked most about Davis, said that it is "away from a large city" and has "not too much traffic." Another liked the fact that the "town [is] small and convenient."

Respondents who disliked the environment in general or the city in particular tended to point to the same features. A number of respondents also disliked the city of Davis, finding it too remote, too peaceful (boring), or too limited in its cultural and ethnic activities. Respondents who disliked the environment noted that "the community was too conservative" and "hated the fact that the school was the community." One respondent summed up his objections to the environment by claiming that "there was not enough to do."

Social Life. A number of respondents mentioned social factors among their likes and dislikes. One third of respondents say they like social aspects of UC Davis, most specifying that they liked the other students. Asked what they disliked about UC Davis, 20% of respondents mentioned social factors, some calling it "impersonal." Respondents who were Special Action students are less likely than regularly-admitted students to call UC Davis impersonal (5% versus 16%). Women mentioned a dislike of social factors almost twice as often as men.

Student Support Services. Twenty percent of respondents mentioned such student services as counseling, advising and administrative services; positively a smaller percentage have negative comments about these services. Special Action students mention liking these services more frequently than regularly admitted students do (23% versus 9%). A small number of students (8%) mention these services as one of their surprises when coming to UC Davis, indicating that there was less support and a lower quality of services than they had expected.

In particular, respondents mentioned the variety of counseling and advising services on the campus both positively or negatively. One respondent noted that "the orientation programs for freshmen [were] very helpful," while another praised the peer counseling. One respondent noted that the counseling she received was very good, but that it came too late.

Respondents citing unhappy experiences with student services include one who stated that her advisor "was terrible, too hurried, no assistance at all." Another had an unfortunate experience with someone in one of the Deans' offices, an individual who treated him harshly even though he was uncertain that he wished to major in the area. Finally, one respondent claimed that "resource people weren't reliable." The difficulties noted by these respondents underline the need for student service personnel to both manifest their desire to be helpful to students needing aid and provide accurate, useful and reliable information.

Racial Factors. Racial factors are mentioned by 14% of respondents as something they disliked about UC Davis. Seven percent of respondents indicate they had racial problems, while 3% say there was little racial unity at UC Davis--a factor mentioned most often by Blacks (37% of them) but not at all by American Indians.

The racial problems experienced by some of the respondents seem often to have been related to their sense of isolation. One respondent, for example, identified racism--she "did not feel welcome as a Chicano student"--and isolation--she "felt alienation by other students"--as the aspects of UC Davis that she disliked most. This same respondent gave as reasons for leaving UC Davis: "Lonely. Lack of friends, just wanted to go home." Another respondent related his racial problems to academic problems. He noted that he could not feel comfortable with people of other races, in particular whites, until he learned to speak and write standard English in addition to "Chicano." As a result of the language barrier, he "didn't feel comfortable expressing opinions in class situations." The responses of these two former students suggest that racial problems may not be separable from other difficulties.

Other. Other factors, such as living situations and extracurricular activities, are also mentioned, as noted in Tables 9-11. Only 3% of respondents do not mention anything at UC Davis that they liked, while 12% do not recall anything they disliked. It should be stressed as noted above, that over 50% of the respondents report that the campus did not differ in any way from their expectations.

Why Did Former Students Leave UC Davis?

In the present survey, academic reasons for leaving are cited as the most important; 71% of respondents mention various academic factors, with low grades being the single most common response. Personal reasons, such as unclear goals, home responsibilities, and lack of motivation, are offered by almost half the respondents. Financial reasons (20%) and social reasons (13%) are also common (see Table 11). Ethnic differences in reasons for leaving, and in factors liked and disliked about UC Davis, are shown in Appendix D.

Respondents in the current survey left UC Davis for reasons very similar to those mentioned by students participating in the 1980 Retention Telephone Survey. In the 1980 study, among whose respondents only 20% were EOP and 14% were SAA students, the most frequently mentioned reason for leaving UC Davis was "difficulty with coursework." When data for the current study are grouped into the same factors used in the 1980 study, the current data show the same proportion of respondents (41%) saying they left for that

TABLE 11

REASONS FOR LEAVING UC DAVIS

REASON	PROPORTION OF ALL RESPONSES (n=397)	SPECIFIC ITEM MENTIONED	PROPORTION OF RESPONDENTS MENTIONING ITEM (n=787)
Academic	42%	Low grades	14%
		Major not offered	9
		Previous plans to transfer	6
		Coursework difficulty	6
		Problems with academic support services	6
		Dismissal	5
		Fulfilled goals	4
		Poor faculty contact	3
		Competition	3
		Unreadiness for college	3
		Decision to return to Junior College	3
		Irrelevant coursework	2
		Quarter system	2
		Excessive study time	2
		Lack of academic challenge	1
		Other academic reasons	3
Personal	28	Uncertain goals (personal, career, academic)	11
		Home responsibilities	10
		Lack of motivation	7
		Need for a break from UC	4
		Health related reasons	3
		Depression	3
		Relationship problems	2
		Pregnancy related reasons	2
		Racial problems	1
		Marriage related reasons	1
		Other personal reasons	4
Financial	12	Lack of money	17
		Insufficient aid	2
		Housing expenses	1
Social	8	Homesickness	4
		Impersonal environment	3
		Quietness of town/campus	3
		Lack of culture (ethnic, arts)	1
		Lack of friends	1
Job Related	5	Obtainment of employment	6
		Lack of time for job & school	2
		Other job related reasons	1
Environmental	5	Commuting problems	4
		Location of Davis	3
		Campus environment	1
		Other	1
Total	100%		170%*

* Percentages sum to more than 100 because multiple responses were allowed.

TABLE 12

REASONS FOR LEAVING UC DAVIS,
MENTIONED IN TWO TELEPHONE SURVEYS

(In percent of respondents mentioning factor)

REASON	1980 RETENTION TELEPHONE SURVEY (n=357)	1981 STUDY OF FORMER EOP/SAA STUDENTS (n=188)
Difficulty with coursework	41%	41%
Campus/Town/Social	27	25
Emotional-Personal	24	15
Dissatisfaction with UCD Program	24	2
Lack of goals	20	22
Finances	18	29
Major not offered	17	9
Poor faculty contact	10	3
Health, family	10	18
Planned transfer	2	6
Total	193%	170%*

*Percentages sum to more than 100 because multiple responses were allowed.

reason. The only difference between the two surveys occurs in the response "dissatisfaction with UC Davis program," which was mentioned by one-fourth of the 1980 sample, but only a very small number of the current sample. Table 12 shows, for both surveys, the percentage of respondents mentioning each factor as a reason for leaving UC Davis.

Because 33% of the sample left in academic difficulty, it is reasonable to expect that the primary reasons for leaving might be academic in nature. However, 18% of the sample left with a GPA of 3.0 or greater, and 48% left with a GPA of between 2.0 and 3.0. Of respondents with a GPA under 2.00, 95% mention leaving for an academic reason. As GPA improves, there is less frequent mention of leaving for that reason and more reference to personal, financial and environmental reasons, such as relationship and job-related problems, and homesickness (see Table 13).

TABLE 13

REASONS FOR LEAVING UC DAVIS

BY UC DAVIS GPA

(In percent of respondents in each GPA category)*

GPA	REASON FOR LEAVING					
	Academic	Personal	Financial	Social	Job Related	Environment /Davis
High, (4.0-3.0) *(n=37)*	39	55	16	16	10	23
Medium, (2.9-2.0) *(n=83)*	65	53	25	16	7	8
Low, (<2.0) *(n=59)*	95	39	12	9	7	3

* Percentages sum to more than 100 because multiple responses were allowed.

DISCUSSION

Although the respondents in the sample did not graduate from UC Davis, most enrolled at another institution for further education. Of those who did, only about 25% had earned degrees by the time of the survey. However, most of the remaining 75% were still enrolled; many will probably earn degrees within the next few years because a majority had already achieved junior or senior status. Can it, therefore, be assumed that UC Davis did at the very least contribute toward their education? This inference is made plausible by the fact that virtually all the respondents mentioned ways in which they had benefited from their time at UC Davis, including academic, social, and personal growth.

One purpose of the survey was to discover reasons for leaving among former EOP and SAA students. Interestingly, the reasons cited are strikingly similar to those obtained in the 1980 Retention Study from primarily non-minority students. Two major factors appear most often among their dislikes and among their reasons for leaving UC Davis: academic factors and social or personal factors. One underlying theme reappears when respondents speak of their academic experience: UC Davis is hard and competitive, often to a degree not fully anticipated prior to enrollment. Many respondents had been relatively good students before coming to UC Davis, but were unprepared for the role of being only "average students" in a large population of high-achieving students. Several also mention difficulty adapting to the rapid pace of the quarter system. Finally, college represents the first time away from home and parental authority for many of these students; they may well

find it difficult to reconcile the disorientation of new freedom and environment with the demands of rigorous coursework and peer competition.

These former students also frequently experienced social and personal problems at UC Davis. In part because the student population is mostly Caucasian, some ethnic minority respondents felt isolated and alienated. Rather than wanting to integrate completely with Caucasians, a number of these people indicate a desire to interact more with their own ethnic group and to seek a special bond through common culture and heritage.

A number of respondents mention that professors were both hard to reach and indifferent to students. Like the people making the following comments, many also say UC Davis was impersonal and that the other students were unfriendly.

"Davis made me feel alone and that no one cared how I did."

"There is a lack of bonding between people."

Apparently the former students giving such responses felt unnoticed and unappreciated.

In spite of the negative feelings expressed, the survey suggests that programs to help educationally and socially disadvantaged students succeed to some extent. The Educational Opportunity Program at UC Davis offers special orientation, advising/counseling, and individual tutoring. Further, it encourages contact with certain of these support systems; students are assigned an EOP Counselor, and Special Action EOP students must see both their counselor and a faculty advisor at least once per quarter for the first academic year. Special Action EOP students are also encouraged to participate in the Summer Transitional Enrichment Program (STEP). This program provides intensive contact (including workshops) in the late summer with counselors and advisors. The workshops, special classes, and some staff contact continue throughout the first academic year.

Perhaps these requirements make Special Action EOP students more accepting of academic factors at UC Davis and less likely to attribute leaving to academic problems. It previously has been shown that students who enroll in STEP persist somewhat longer than other Special Action students (9). They also tend to take somewhat fewer units in their first year, possibly because STEP alerts them to the potential transition difficulties ahead. Special Action students tend to express dislike of academic factors less often than regularly admitted students do, and are also happier with student support services, such as counseling, advising, and administrative services. In addition, Special Action students are less likely to find UC Davis a cold or impersonal place.

Thus it appears that the Educational Opportunity Program exerts some positive influence. It is clear, however, that these programs must be more effective in order to increase the rate of retention for these students. Because a larger proportion of future UC Davis' students will come from underrepresented groups, at a time of diminishing University resources it becomes imperative to develop more efficient programs that enhance their education.

CONCLUSIONS

The primary purpose of the current study is not to make recommendations for programs. A very comprehensive list of recommendations may be found in the Student Affirmative Action Review Committee Final Report--Davis Campus (10). Instead, the present study supplements

the 1980 Retention Telephone Survey by providing a special analysis for EOP and SAA non-persisters. A few points that appear repeatedly among the responses seem to warrant particular notice:

1. The unpreparedness of respondents for UC Davis academic life points out very clearly the importance of programs to improve high school preparation of incoming students. Because academic success at Davis is so much related to students' prior academic backgrounds, it is in the campus's interest to ensure that incoming students have the best preparation possible. One effective way to accomplish this end requires UC Davis to maintain strong lines of communication with counselors, teachers, and students in feeder schools. The academic requirements and expectations of the University must be clearly articulated so that students can realistically assess their potential for success at the University and learn how to prepare themselves. Outreach programs, to assist high schools and their students may therefore become increasingly important.

2. Academic support at UC Davis is also important, not simply to help students adapt to the rigors of the University, but also to make them feel valued by the institution. Counseling or academic support offices serve as a "home base" for some students. Students seem to perform better when they know someone else cares about their performance; if academic support units can perform that function, it may help these students both academically and personally.

3. Social support systems are very important. Most of these respondents, as students, left their childhood environment for the first time and were thrust into an atmosphere requiring them to be emotionally self-sufficient at a time when they were establishing new social identities. Although it is not the University's primary role to foster social systems, it cannot be ignored that students are more productive when they feel themselves "a part" of the institution, and they tend to stay longer as a result. Thus, it may be to the campus's advantage to dedicate funds for socializing itself. At a time of decreasing funds, it is tempting to cut costs in areas sometimes considered frivolous, such as student activities and counseling; however, in the long run such a move could prove counterproductive.

A final comment about the sample: calling these former students "dropouts" does not do them justice. Noncompletion of a degree program need not have a negative connotation for the student. Completion of a year of intense academic work has value, even if students eventually find the University or the special programs unsuited to their needs and skills. Most of the respondents in this sample, who all were EOP or SAA students, have enrolled in college elsewhere and many others are working in jobs with which they are satisfied. In spite of negative comments about the competitiveness of UC Davis, virtually all indicated at least a few ways in which UC Davis helped them either academically or personally. Some, while students here, learned much about their abilities and interests. Because each had different student experiences, the range of perceptions of UC Davis was very wide, but two comments typify the full spectrum of experience and feelings: "Students were too competitive, too conservative, and too cold"; and "All in all, it was a good experience. I learned a lot."

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APPENDIX A

CHARACTERISTICS[1] OF RESPONDENTS, THOSE WHO DECLINED INTERVIEWS, AND THOSE WHO COULD NOT BE CONTACTED

(In percent, unless otherwise indicated)

CHARACTERISTIC	RESPONDENTS [n=192]	DECLINERS [n=42]	THOSE NOT CONTACTED [n=844]	TOTAL [n=1078][2]
DEMOGRAPHIC CHARACTERISTICS				
SEX				
male	47	52	52	51
female	53	48	48	49
CURRENT AGE (Mean)	26	26	27	27
ETHNICITY				
Black	17	20	25	24
American Indian	8	28	13	13
Chicano	33	33	28	29
Pilipino	6	0	5	5
Caucasian	26	8	21	21
Other	9	8	7	7
Decline to State	1	3	1	1
CITIZENSHIP				
Citizen	94	88	92	92
Non-citizen	6	12	8	8
MARITAL STATUS AT UCDavis				
single	89	88	89	89
married	11	12	11	11
ADMISSION CHARACTERISTICS				
EOP STATUS				
EOP	93	91	85	87
Non-EOP	7	9	15	13
ADMISSION STATUS				
Special Action	34	38	44	42
Regular Admit	66	62	56	58
SAT SCORES				
Verbal	436	389	437	435
Math	484	507	472	476
HIGH SCHOOL GPA (Mean)	3.26	3.07	3.09	3.12
ADVANCED STANDING GPA (Mean)	2.93	2.86	2.83	2.85
TRANSFER UNITS AT ENTRANCE (Mean)	40	41	38	38
UC DAVIS ACADEMIC HISTORY				
NUMBER OF QUARTERS AT UC DAVIS (Mean)	4.2	4.4	4.0	4.1
UC DAVIS CUMULATIVE GPA (Mean)	2.29	2.25	2.19	2.21
ACADEMIC STANDING AT DEPARTURE				
Good Standing	66	66	61	62
<2.00	34	34	39	38
MAJOR AT DEPARTURE				
Undeclared	40	38	42	41
Declared	60	62	58	59
CLASS LEVEL AT ENTRANCE				
Freshman	23	27	22	22
Sophomore	22	23	32	30
Junior	55	46	44	46
Senior	0	4	2	2
CLASS LEVEL AT DEPARTURE				
Freshman	23	24	28	27
Sophomore	25	24	23	24
Junior	37	28	29	30
Senior	15	24	20	19

1 Characteristics are taken from University records.
2 106 of the original sample of 1,184 had returned to school at UC Davis and were therefore not included.

UNIVERSITY OF CALIFORNIA, DAVIS
SURVEY OF EOP/SAA NONGRADUATES
FEBRUARY 1981

[APPENDIX B]

HELLO, IS _____THERE?

If person not available:

Inquire: DO YOU KNOW WHERE/WHEN I CAN REACH HIM/HER?

If person answering is reluctant to give information, tell them:

MY NAME IS _____. I'M CALLING FROM THE UNIVERSITY OF CALIFORNIA, DAVIS. WE'RE CONDUCTING A SURVEY OF PEOPLE WHO USED TO ATTEND UC DAVIS. WE WANT TO FIND OUT HOW THEY FEEL ABOUT THEIR EXPERIENCES AT DAVIS AND WHAT THEY'VE BEEN DOING SINCE THEY LEFT HERE. DO YOU KNOW WHERE I CAN REACH _____?

Mark response on telephone log.

Terminate call.

(If the person has been called 4 or 5 times with no success, terminate efforts to contact them, and mark the log.)

Subject's Name_____

Interviewer_____ Date/Time_____

If person available:

HELLO, MY NAME IS _____ AND I'M CALLING FROM THE OFFICE OF STUDENT AFFAIRS AT UC DAVIS. WE'RE DOING A SURVEY TO FIND OUT WHY STUDENTS LEAVE UCD.

ARE YOU A STUDENT AT UCD NOW?
ARE YOU ON OFFICIAL LEAVE FROM UCD?

If the answer to either question is yes, then terminate call by saying:

WE'RE ONLY SURVEYING STUDENTS WHO HAVE LEFT UCD COMPLETELY. SINCE YOU'RE STILL INVOLVED WITH UCD, I'LL END HERE. THANK YOU FOR YOUR TIME.

If the answer to both questions is no, continue:

I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR EXPERIENCES AT UCD AND WHAT YOU'VE BEEN DOING SINCE YOU LEFT. WE WANT TO FIND OUT HOW DAVIS AFFECTS PEOPLE WHO COME HERE AND HOW WE COULD IMPROVE THOSE EXPERIENCES. YOU DON'T HAVE TO ANSWER ANY OF THESE QUESTIONS BUT, IF YOU DO, YOUR ANSWERS WILL BE CONFIDENTIAL. YOU'RE FREE TO HANG UP THE PHONE AT ANY TIME DURING THE INTERVIEW, IF YOU WANT TO. WHETHER OR NOT YOU PARTICIPATE WILL NOT AFFECT YOUR FUTURE RELATIONS WITH THE UNIVERSITY. THE INTERVIEW SHOULD TAKE ABOUT 15 TO 20 MINUTES. WOULD YOU BE WILLING TO PARTICIPATE?

If no, terminate call and mark telephone log.

If yes, continue on next page.

If respondent indicates s/he is willing but wants to respond at a later time, ask:

WHAT TIME WOULD IT BE CONVENIENT FOR ME TO CALL YOU BACK?

Date_____Time_____

THANK YOU. I'LL LOOK FORWARD TO TALKING TO YOU THEN.

Terminate call and mark call-back information on telephone log.

FIRST, I'D LIKE TO KNOW:

1/ 1-4

1. HAVE YOU ENROLLED AT ANY OTHER SCHOOL SINCE LEAVING UC DAVIS?

   1. Yes
   2. No (Go to Question 3)

5

2. ARE YOU CURRENTLY ENROLLED?
   (Circle one)

   1. Yes → NOW I HAVE A FEW QUESTIONS ABOUT YOUR CURRENT SCHOOL.
   2. No → NOW I HAVE A FEW QUESTIONS ABOUT THE LAST SCHOOL YOU ATTENDED.

6

7

Name of school_____

Major_____ ____Part Time ____Full Time

8 9

Did you earn a degree? ____Yes → WHAT DEGREE?_____

10

DID YOU CONTINUE SCHOOL THERE AFTER RECEIVING YOUR DEGREE? ____Yes ____No

11

____No → WHAT WAS YOUR CLASS LEVEL DURING YOUR LAST TERM?_____

12

3. DO YOU PLAN TO RETURN TO UC DAVIS?

   1. Yes
   2. No
   3. Don't know

13

4. DO YOU PLAN TO GO TO ANOTHER UNIVERSITY OR COLLEGE BESIDES UCD?
   (Ask only if they're not in school now.)

   1. Yes → WHERE?_____
   2. No
   3. Don't know

14

5. IF YOU'RE IN SCHOOL NOW, OR PLAN TO BE, WHAT IS THE HIGHEST DEGREE YOU PLAN TO EARN?_____
   (Don't count degrees already earned.)

15

+ + + +

7. DO YOU WORK FULL TIME OR PART TIME?

1. Full time
2. Part time (Skip to Question 9) ____ 17

8. WOULD YOU MIND TELLING ME WHICH OF THE FOLLOWING CATEGORIES YOUR YEARLY SALARY FALLS INTO?

1. Under $5,000
2. $5,000 to $10,000
3. $10,000 to $15,000 ____ 18
4. $15,000 to $20,000
5. Over $20,000
6. Would rather not respond

9. WHAT IS YOUR OCCUPATION? (Use descriptive titles, e.g., computer programmer, real estate agent, grocery clerk)

_____ ____ 19-20

10. IN WHAT TYPE OF ORGANIZATION ARE YOU EMPLOYED?

1. Public/government agency
2. Private business ____ 21
3. Self-employed

11. WHAT DOES YOUR ORGANIZATION DO?
(e.g., social services, farming, electronics manufacturing)

_____ ____ 22-23

12. HOW DID YOU FIND THIS JOB?

1. UCD office or faculty
2. Private employment agency
3. Government employment service ____ 24
4. Want ad in newspaper, etc.
5. Word of mouth, from friends, etc.
6. Direct personal application
7. Other, specify _____

13. ARE YOU WORKING IN THE CAREER FIELD THAT YOU WANT TO BE IN?

1. Yes
2. No ____ 25
3. Haven't chosen a career field

14. HOW CLOSELY RELATED IS YOUR CURRENT OCCUPATION TO YOUR MAJOR AT UCD?

5 very related 4 3 2 1 not at all related ____ 26

15. ARE THERE ANY SKILLS OR INFORMATION YOU ACQUIRED AT UCD THAT HAVE BEEN HELPFUL IN <u>WORKING</u> ON YOUR PRESENT JOB?

____No ____YES WHAT ARE THEY?

_____

_____

_____

_____

(Probes:
Special occupational skills or information
General work skills
Getting along with people
Political skills
Learned to handle stress
Made important contacts)

27-28 29-30 31-32 33-34

16. DID ANY PERSON, OFFICE, OR INFORMATION LEARNED AT UCD HELP YOU <u>GET</u> YOUR CURRENT JOB?

____No ____YES IN WHAT WAYS?

_____

_____

_____

(Probes:
Job hunting skills
Personal contacts made at UCD
Prestige of school
UCD job referral
UCD work/learn exp.
UCD internship)

35-36 37-38 39-40

17. HOW NECESSARY, IF AT ALL, TO YOUR PRESENT OCCUPATION ARE THOSE SKILLS AND KNOWLEDGE YOU ACQUIRED AT UCD?

5 very necessary — 4 — 3 somewhat necessary — 2 — 1 not at all necessary

41

18. I'M GOING TO READ A LIST OF ITEMS RELATING TO YOUR JOB. WOULD YOU TELL ME HOW SATISFIED YOU ARE WITH EACH AREA, USING THE FOLLOWING SCALE:

42

5 very satisfied — 4 satisfied — 3 neutral — 2 dissatisfied — 1 very dissatisfied

43

44

____challenge

____location

____interesting job

____salary and benefits

____advancement potential

____people you work with

____physical working conditions

____career potential

____overall satisfaction with your job

45 46

+ + + +

+ + + +

19. WHAT, IF ANYTHING, DID YOU LIKE ABOUT BEING AT UCD? (TELL ME THE THREE THINGS YOU LIKED MOST.) 51-52

_____ 53-54

_____ 55-56

_____

20. WHAT, IF ANYTHING, DID YOU NOT LIKE ABOUT BEING AT UCD? (TELL ME THE THREE THINGS YOU DISLIKED MOST.) 57-58

_____ 59-60

_____ 61-62

_____

21. WERE THERE ANY WAYS THAT UCD WAS DIFFERENT FROM WHAT YOU HAD EXPECTED? 63-64

_____ 65-66

_____ 67-68

_____

22. WHY DID YOU LEAVE UCD? 69-70

_____ 71-72

_____ 73-74

_____

23. WERE THERE ANY WAYS THAT ATTENDING UCD AFFECTED YOUR EDUCATIONAL PLANS?

____No ____YES→IN WHAT WAYS?

_____ 75-76

_____ 77-78

24. WERE THERE ANY WAYS THAT ATTENDING UCD AFFECTED YOUR CAREER PLANS? 2/ 1-4

____No ____YES→IN WHAT WAYS?

_____ 5-6

_____ 7-8

25. WERE THERE ANY WAYS THAT ATTENDING UCD AFFECTED YOUR PERSONAL DEVELOPMENT?

____No ____YES→IN WHAT WAYS?

_____ 9-10

_____ 11-12

APPENDIX C

CORRELATION BETWEEN OVERALL JOB SATISFACTION AND SATISFACTION WITH JOB ELEMENTS, BY SEX

JOB ELEMENT	MALES (n=48)		FEMALES (n=46)	
	Correlation	Rank	Correlation	Rank
Interest	.77	1	.59	1
Challenge	.72	2	.48	5
Career potential	.61	3	.59	2
Advancement potential	.59	4	.30	6
Location	.54	5	.22	8
Salary, benefits	.50	6	.49	4
People	.47	7	.28	7
Physical conditions	.44	8	.54	3

APPENDIX D

FACTORS LIKED AND DISLIKED AT UC DAVIS, AND REASONS FOR LEAVING

-In percent of respondents in each ethnic group-*

ETHNIC GROUP	N	FACTORS LIKED AT UCD					FACTORS DISLIKED AT UCD							REASONS FOR LEAVING UCD					
		ENVIRONMENTAL	ACADEMIC	SOCIAL	OTHER	NOTHING LIKED	ACADEMIC	ENVIRONMENTAL	SOCIAL	RACIAL	PERSONAL	OTHER	NOTHING DISLIKED	ACADEMIC	PERSONAL	FINANCIAL	SOCIAL	JOB RELATED	ENVIRONMENTAL
Black	30	90	67	43	0	3	97	27	17	37	7	0	7	87	43	17	10	7	3
American Indian	15	113	60	40	0	7	107	13	7	0	0	0	27	80	27	13	7	7	0
Chicano	58	81	88	36	10	2	80	26	26	19	10	0	19	63	61	19	19	4	7
Pilipino	10	130	80	30	0	0	90	40	0	10	10	0	10	120	20	20	0	10	0
Japanese	8	125	50	38	0	0	100	13	0	0	0	13	25	75	63	13	0	0	38
Caucasian	48	77	105	30	12	5	109	47	26	2	9	5	5	72	44	19	12	16	16
Other	9	122	33	22	11	11	67	78	22	0	0	11	0	2	8	7	0	13	0
Total	173	90	81	35	7	3	94	33	20	14	8	2	13	73	49	18	13	9	9

*Percentages sum to more than 100 because multiple responses were allowed.